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ABSTRACT

Career development education has many possible definitions, but they all consider content, career development tasks, and results. Career development education has advantages for many different groups. It provides the student with motivation and a means to self-actualization. Teachers gain a reason for teaching essential basic educational skills and concepts and another teaching method--learning by doing. This type of education benefits the school by providing a cooperative atmosphere as well as a basis for educational accountability. Society benefits from career development education through a socialization process smoothing the transition from school to career. Nine operational principles must be kept in mind to achieve the goal of making each individual competent in developing and managing his career life. They involve organization, flexibility, orientation, individualization, content, school role, and scope. The objectives, nature, and activities for career development education are established according to levels from elementary through adult. Certain minimal elements must be included in a typical program: orientation, exploration, interdisciplinary education, career curriculum, outreach, short term courses, placement and follow through, and guidance and counseling. (AG)

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CAREER DEVELOPMENT EDUCATION

KINDERGARTEN THROUGH

POST-SECONDARY AND ADULT LEVELS

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DEVELOPMENT EDUCATION

KINDERGARTEN THROUGH

POST-SECONDARY AND ADULT LEVELS

This paper is based on the premise that career development education is a broadening perspective of education at all levels. Fusing career development into all levels of the educational structure can make the educational experience meaningful for an increasing number of students. A fifth grade teacher participating in a current career development project puts it this way . . . "The career development program serves as an enrichment program for the advanced student, stimulates and creates new interest in subject matter for the average student, and provides enjoyment and a greater desire to achieve for the slow learner."

A quick survey of the outcomes of education for many youth suggests that considering career development education as a broadening perspective for all of education is not premature. Many youth, both high school graduates and dropouts, are reaching the age to begin work and finding themselves unable to enter and hold basic entry-level jobs because they do not possess these qualities.

Adequate and realistic knowledge about available jobs

Career decision making and planfulness skills

Job attitudes and industrial disciplines necessary for job success

Familiarity with tools, materials, processes and/or services of work settings

Cognitive and manipulative skills necessary to perform jobs

Marland (1970), Commissioner of Education, says that " . . . half of our high school students, a total of approximately 1,500,000 a year, are being offered what amounts to irrelevant education. In pain and puzzlement, they toil at watered-down algebra, they struggle to recollect the difference

1

between adjectives and adverbs, and they juggle in their minds the atomic weight of potassium in noncollege science." Such a curriculum excludes approximately one third of our youth even before high school graduation.

Other youth, particularly some of the college oriented, have come to doubt the pagan ethic of work for its own sake, while still others question even the need for work for any purpose in a technological society. Some have reached early adulthood without a reason for being. To find meaning and identity for their lives, they participate in whatever movement is currently popular. Others have failed to acquire the self discipline and social responsiveness necessary for maintaining an orderly society, and their very behavior serves to promote a state of chaos.

All youth, as a part of growing up, are entitled to experience the psychological meaning of work, to examine the benefit to society of different forms of work, to test themselves in different work activities and to acquire skills necessary to enter their chosen occupation. Yet, an increasing number of youth are reaching early adulthood having been denied these experiences. Because of the growing gap that exists between students' school experiences and the real world in which they must live, they are without the competencies necessary to develop and manage their career lives.

This gap cannot be bridged for these students until there is a national commitment to the concept of career development education.



Is Career Development

Education?

What is career development education? It is most definitely different things to different people.

To many vocational educators it is a new word for traditional vocational education.

To many general educators, it is that which does not include job skill preparation, but instead it is career orientation at the secondary level and the teaching of traditional subject matter in a career context.

To many counselors it is a career day, an occupational library, a unit on how to apply for a job.

To many industrial arts teachers it is what industrial arts is and always has been.

To the career development theorist it is a body of objectives and content that must be organized into a curriculum that includes among other things the teaching of career decision making and career planfulness.

To some career development is allowing students to have "hands-on" experiences in simulated or actual work settings.

To others it is an interdisciplinary curriculum structure organized around a core of career oriented experiences.

Career development is all of these things and much more. It is as much as anything a new "set" for education that emphasizes education for earning a living as much as education for living. Career development education can be defined in terms of content, career development tasks, and results.

3

Career Development Task

Career development education is designed to help students accomplish career development tasks of increasing levels of maturation. These tasks relate to occupational and educational adjustment, and job and educational advancement. They depend upon and contribute to personal and social growth. These tasks carry with them a set of behavioral expectations that must be mastered at each age level if the student is to progress to the next developmental phase. The broad behavioral expectations have been specified by career development researchers and by developmental psychologists.

Content Definition

From the point of view of content, career development education includes several broad areas among them **self-understanding in relation to work activities**. Just as an elementary student begins to picture himself as becoming a better or worse student, for different purposes he should also begin to picture himself as becoming a good or bad worker. For example, at the elementary level one student might describe himself as being more capable with his hands. Just as he continues over a period of time to make finer judgments regarding his picture of himself as a student, he should also define and discriminate in greater detail his self characteristics relating to work. A secondary student might picture himself as better at problem solving assignments than at rote learning. He should also begin to picture himself as a person who likes, for example to work creatively on his own, with his hands. To continue to clarify his self-characteristics in terms of the world of work, the student needs experiences that will allow him to discover his career self.

Another career development content area is the **occupational, educational, and business-labor-industrial relations** facet of our society. Unless the individual has an understanding of the work environment and of those institutions that relate to it, he will certainly be limited in his ability to shape his career life.

In terms of **occupations** the individual needs knowledge about such things as (a) the several occupational classification systems and how occupations differ; (b) the major trends in the changing occupational structure, particularly entry level jobs; (c) the geographical locations of certain jobs; (d) the changing attitudes toward work in our society; (e) the reasons why people work; (f) the impact of technology and national policies on occupational growth and structure; (g) the life style of different workers; and (h) the psychological and physical characteristics of different work settings.

In terms of educational opportunities the student needs knowledge of such things as (a) the relationship between different subject matter disciplines and a variety of jobs; (b) the different courses offered in the secondary school; (c) the kinds of post-secondary education offered and their purposes; (d) the jobs obtained and problems encountered by former students; (e) the procedures and requirements for enrolling in different institutions in different curriculum areas and in available apprenticeship programs.

In terms of business labor industrial relations the individual needs knowledge of such things as (a) the operation of labor unions; (b) the social security system; (c) the collective bargaining system; (d) the personal practices of business and industry; and (e) the operations of labor markets.

Career decision making and planning is another career development content area. Decision making is a logical process for arriving at one of the many significant career decisions that the individual must make. Students must be taught decision making skills as they relate to careers. They must be able to apply scientific problem solving techniques within a career context. First, a student must recognize the need for making a decision and be able to specify the particular decision to be made; second, he must be able to use an array of resources in determining the range of alternatives; third, he must assess the desirability and probability of the alternatives as they relate to himself and his environment; fourth, he must choose in terms of the present and the future as he perceives them. The career decision making process becomes the mediator between the individual's career self concept at a given time and the environmental demands and options at that time. It is important that students develop increasing skills and effectiveness in decision making.

It is not enough for an individual to arrive at a career decision, it is of equal importance that he develop plans and make the commitment necessary for the implementation of that decision.

Decision making is a process for making choices significant to career development. Planfulness is an orientation toward and use of planning and management skills for assessing and redirecting progress in career development. In pursuing career development objectives, the student should apply certain modern management skills, including identification of tasks to be mastered in arriving at the desired objective, establishing a schedule; beginning the plan, continually evaluating his progress, and making necessary modification in both plans and objectives.

5

Overall Results

Career development education can be defined in terms of overall desired results. It is not just helping an individual make a specific decision to enter a vocational program. Nor is it just teaching career decision making skills. It is more than acquiring self-understanding in terms of the world of work. Nor is it just enabling the individual to acquire the skills and attitudes necessary to enter a job. Neither is it limited to just helping the individual to become proficient in making a continual series of choices.

Rather, career development education is all of these, plus helping the individual to develop the skills, abilities, and attitudes necessary to progress continually in shaping his own destiny in terms of his career purposes and accomplishments. The ultimate aim is to help each individual achieve self-determined career objectives and in such a way as to influence the nature of future options available rather than merely having to adapt to routinely presented external pressures.



Are the Advantages
of Career Development
Education?

Career development education has the potential for creating a new attitude that can make the educational institution viable to all people. Indirectly, up to now education has been a kind of career development education for those who plan to go into the managerial or professional occupations, however, it has not been that for all. For many youth today, education is something that is tolerated rather than pursued for a purpose. The concept of career development education should be examined for its possible advantages to the student, teacher, school, and society.

Career Development and the Student

To the student, career development education offers the chance to become an active and purposeful participant in his educational development. It provides him with a **reason for learning**. The remarks of an eleventh grade student, enrolled in an interdisciplinary educational program in which his math, science, and English had been correlated with activities in the electronics laboratory, illustrate this point. He explained that his attitudes and grades had changed because the new program enabled him to see why he should acquire essential academic skills of math, science, and communication. A disadvantaged student enrolled in a Coordinated Vocational Academic Education Program said he liked the CVAE program because he could see how his studies were preparing him for the future, rather than forcing him to mark time in unnecessary courses that were preparing him for nothing. Career development education causes the student to begin to think of the future. For example, a seventh grade student participating in a junior

7

high exploratory program said that for the first time he could see how certain courses in high school could help him be what he wanted to be. Through the variety of learning activities made possible by career development education, **students can gain greater respect for themselves and others.** For example, a third grade teacher notes that a student who had never achieved very well in school became known as the best person with a hammer and saw. She said that as a result of the career development program this particular student's attitude and status in the class had improved. Career development education can make education a part of life rather than something separate from life.

Career Development and the Teacher

To the teacher in any discipline or at any level, career development education provides a **reason for teaching essential basic educational skills and concepts.** In one first grade career development project, students built and operated a post office within the classroom. Before a student could sort the mail and deliver it according to room numbers, he had to learn numerals. The teacher reports that even the slow learners were motivated to learn the numerals because they wanted to participate. Over the years this writer has observed the shock on the faces of secondary math teachers who, when visiting post secondary vocational-technical schools, find that some of their former math students on whom they had given up are able to easily explain electronic theory through the use of algebraic equations. They were the same individuals being taught the same concepts and skills, but in this instance the ideas were being presented as tools for use within the context of the student's electronic career area. **Students who have a reason for learning are motivated to learn, and motivation is stimulated through career development education.**

In addition, career development education offers to the teachers **another method of teaching—learning by doing** as opposed to learning vicariously. Through participation in concrete work activities either for the purpose of awareness, exploration, or job skill preparation, the student has an experience to which other school learning can be related. A second grade teacher tells about one student from a very poor family who was unable to read. While participating in a construction project he dictated the following story for the teacher to write and have him read back. "My hammer is strong and lots of fun. We hang it on wood but stay away from the kids. Sometimes

the nails go in straight, but most of the time they don't. Miss -- don't mind. The teacher says the boy could read the words he had dictated and was so excited over his ability that he wanted to reread them everyday.

At the high school level, academic concepts can be **integrated into a career curriculum in the teaching of job skills**. For example, a science unit on physical properties and changes could be correlated with areas such as masonry, plumbing, painting, and carpentry to make up a construction career curriculum. Possible learning activities for correlation would include these:

- Have students determine the absorption qualities of various types of masonry materials.

- Have them test the strength of different pipes such as copper, plastic, galvanized, cast iron, and tube pipes.

- Have students locate expansion and control joints in the school building and determine if they vary from winter to summer due to expansion.

Such an approach to learning would enable a student to learn abstract concepts, to appreciate abstract formulations, and to develop abstract thought processes by applying concepts in solving physical problems related to his career goal.

Career Development and the School

Career development education helps create a school climate in which the staff takes **equal interest and pride in assisting each student in shaping his career life**. In addition, a new basis for educational accountability results from implementation of career development education. **Public education could be held accountable for insuring that each individual chooses, prepares, enters, and progresses in activities furthering his career life**. Schools would have a new reason for being -- not only to help the individual make the initial entrance into the world of work, but to progress in his career. The school would have a new basis for assessing its success with every student, for learning would be for purposes other than just academic achievement valued only in the school (Venn, 1970). **It would become a continuing educational center for adults**. The school would be forced to keep abreast of the economic and technological changes occurring in the

world of work. It would truly bring the school into the mainstream of society— a must if public education is to regain the confidence of the masses.

Career Development and Society

Career development education offers a socialization process through which individuals can move and progress from childhood through a career. Separation of youth from work as a part of growing up, elimination of the family as an economic unit, increased opportunities and the complexity of today's society have made traditional approaches obsolete. Career development education would help to realize the American dream of educational opportunities to aid individuals in realizing their potential. It would allow each individual to develop a self-identity as a worker in a work centered society. This socialization process could enable individuals to find new meaningfulness in the changing nature of work and to cope with the continued social and psychological changes of the work setting. It could help retain a society of both producers and consumers rather than a society of more and more consumers.



What Are Some

Operational Principles for Career

Development Education?

The primary goal of career development education is to make each individual competent in developing and managing his career life. The following operational principles are essential to the attainment of this goal.

Principle 1: Career development education must be **sequentially organized** from kindergarten through post-secondary and adult education. Research substantiates that career development tasks are not mastered singly in discrete order at a given point in time. For example, career "choice" is a process that occurs throughout life. All career development tasks are mastered during a period of several years, the accomplishment of one task overlapping the partial fulfillment of others. Because career development begins in the early childhood years and continues throughout one's working life, it must be comprised of increasingly varied objectives and instructional activities that occur from kindergarten through post secondary grades. The program should be general and broad in the beginning and should become more concentrated in the later grades. Such a program requires interfacing curriculum experiences from each educational level to the next.

Principle 2: Career development education must be organized as an **integrated structure within the educational program**. Never should it be regarded just as an add on course or unit involving only selected teachers. Examples and problems drawn from a cross section of the world of work should be incorporated into all phases of the curriculum. Career development activities must be organized as a nucleus around which the elements of general and academic education, guidance and counseling, and community resources would revolve. General and academic courses would include

11

experiences to point up their occupational implications, resulting in a direct correlation of the general and academic aspects of the school curriculum with core career development experiences.

Principle 3: To meet the needs of all students, career development education **must be flexible enough to allow each student at each educational level to make choices from the broadest base of knowledge; to have access to a wide selection of career curriculum experiences; to be free to move from one career curriculum to another; and to acquire preparation for the next educational level.** To deny any individual the opportunity at each educational level to learn about and prepare for career and educational options and to perceive their accessibility to him is to restrict his individual freedom in controlling his future. It cannot be assumed that a choice made at the secondary and/or post secondary level is the final choice. A student must have the freedom to move from one career curriculum area to another if he decides he has made a wrong choice.

In addition, the individual's future freedom will be determined by the options opened to him at the end of high school. High school education cannot be considered terminal. The secondary career curriculum must provide the student with skills necessary for entering a job as well as preparation for post secondary education.

Principle 4: Career development education is **student centered rather than manpower centered**. It should not be seen as a mining operation strictly concerned with the selection of certain talents for the purpose of meeting particular manpower needs, but rather as a **farming** approach in which all individuals are provided with opportunities to grow and develop. If the primary reference points become the needs of business and industry, then the strategy becomes one of selecting individuals to meet identified needs. If, on the other hand, the primary reference point is the needs of students, then the strategy becomes one of providing the educational services necessary for the individual to chart his own career life. Under such a strategy the commitment is to develop the uniqueness and potential of each student no matter where the development of his potential might lead.

Principle 5: Career development programs must consider **the individual's readiness level for career development**. This will necessitate determining what students have already learned or experienced and the general level of their intellectual, social, emotional, and vocational maturity.

The range of individual differences will require a variety of career development learning experiences that can be related to individual needs and capacities. It will also require that the program be flexible enough at each level to start with each individual's level of accomplishment.

Principle 6: Career development education includes job skill preparation. The central purpose must be to enable each individual to assume the habits, knowledges, attitudes, problem solving judgment and manipulative skills necessary for occupational entrance and progress. To fail in this aim would be to have no career development education program.

Principle 7: Career development education must not be limited to the traditional concepts of "awareness," "orientation," "exploration," etc., as they relate to work, but must include awareness, orientation, exploration, and progressive practice in developing the career aspects of self (Pritchard, 1971). The development of the individual's career self will require that at each educational level he be allowed to experience miniature work tasks in an environment approximating the work setting. These experiences must be followed with appropriate feedback to give the student the understanding and vocabulary he will need to clearly define his career self. It is vital that the feedback allow the student to analyze his experiences rather than have them analyzed by someone else.

Principle 8: In career development education the school has the responsibility for assisting the individual in entering, adjusting, and progressing in a job. This concept goes beyond the traditional approach of job placement and follow up. It makes the school responsible for the individual until he is placed in a job, until he has adjusted to a job, and until he has at least obtained a one-step advancement in that job either in the form of a salary increase, a step up the ladder, or some other alternate form of advancement. This concept requires personal monitoring and follow through of each student by the school and communication with his employers.

Principle 9: Career development education must provide at all levels an opportunity for the student to participate in concrete learning activities that closely approximate a variety of work roles, work settings, and other life experiences reflecting the career life. Such experiences go far beyond the traditional printed materials, audio-visual aids, career days, and speakers on which we have tended to rely for the career development of the individual. Such experiences allow the student to experience the work environment only in second hand ways. Placing emphasis on "hands-on activities" will provide the student with a new basis for understanding and expressing his career self.

13



What Are

the Objectives, Nature, and Activities

for Career Development Education?

Until the passage of the exemplary section of the 1968 Vocational Education Amendments, little had been done to design a developmental and integrated model for career development education. The current surge of interest is resulting in the fragmented efforts of the past being organized into a sequential program. The models that have emerged are far from adequate, but this section represents one attempt to specify possible objectives, nature, and activities for career development education at each educational level. Information in this section has been related to presumed vocational development readiness stages that are drawn from vocational development theory (Tennyson, Super, Havighurst).

Elementary

At the elementary school level, career development education should result in the student's demonstrating a positive attitude toward work, school, and self as a present and future worker. To accomplish this outcome, career development activities would be fused into the existing curriculum. In performing the career tasks, pupils would apply basic skills in mathematics, social science and communication. Their activities would be sequential in

nature, moving from familiarization with the kinds of occupations found in their immediate home environment to those in the school and in the immediate and broader community. Activities would include participation in miniature work experiences, observation of workers, and a range of vicarious experiences selected to represent a cross section of the occupational spectrum. More specific objectives toward which career development programs should be directed are expressed in desired student behavior as follows.

Student will

1. identify occupations in the community;
2. develop identification with workers in various occupations;
3. apply basic educational, manipulative and cognitive skills in performing simulated work activities of a creative, organizational, and operative nature;
4. recognize work activities they like and perform best, that give them the greatest satisfaction; identify occupations in which the performance of similar activities would be required;
5. describe selected self characteristics and environmental factors that can have impact upon an individual's future; identify ways in which others have minimized negative and maximized positive factors;
6. identify factors that influence the work environment and describe the nature of the influence;
7. learn to get along and work with peers;
8. complete tasks assigned;
9. develop respect for all levels of work.

Junior High

The career development program at this level should result in the student's stating a preference for an occupational cluster for either entry level job skill preparation or for further exploration. To accomplish this a

three year curriculum is proposed. First year students would receive orientation in several occupational categories classified according to the work preferences of different personality types (Holland, 1966). Students would be placed in business and industrial and agricultural settings in the local community to observe workers and work processes.

During the second year, students could elect to explore several occupational families by enrolling in mini-provocational exploratory courses six to nine weeks in length. In these courses they would perform simple tasks in a simulated work environment where they would be permitted to work with the tools, materials, processes, and products appropriate to a given work setting.

During the third year, students would be allowed to select a single occupational family for in depth, hands-on experiences in performing organizational, creative, operative, maintenance, and motivational tasks. During all three years of junior high school the students would apply basic academic skills in solving problems and performing activities representative of a cross section of occupational areas.

After each concrete experience of observing work first hand or participating in a simulated work role, students would be guided through group guidance and individual counseling experiences in looking at their experiences in terms of these kinds of questions. How did I feel about myself while I was involved in the work role? What are other jobs in our society that might provide similar satisfaction? What are the different decisions one would have to make to enter this kind of work? What kind of schooling and non school experiences would prepare me for it?

More specific objectives toward which the career development program should be directed are expressed in desired student behavior as follows.

Student will

1. describe and differentiate his self-characteristics as they are related to course selection and broad occupational areas;
2. differentiate among the several broad occupational areas and the groupings within them by considering nature of work, future impact of technology, government, etc., future growth, self-characteristics and others;

3. identify the possible educational avenues available through secondary education and compare their potential to help him reach a tentative occupational goal.
4. apply information about process in considering several possible career goals.
5. select courses in terms of career goal.
6. describe his career self in terms of multi-dimensional environment and self factors.
7. describe in greater depth and breadth the work environment and how that environment is influenced by other institutions.
8. compare the personal and social satisfactions that work has in the lives of individuals at varying levels within the occupational structure.
9. describe the major concepts underlying the economic and industrial systems by which goods and services are produced.
10. continue to investigate the world of work.
11. describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society.
12. develop augmentary skills in performing selected functions in a broad career area.

Secondary

At this level the career development education program should result in the student's preparing for and satisfactorily beginning an entry-level job or in his seeking further education leading toward a career objective. To accomplish this, all students would be enrolled in one of several career curriculums for increasing periods of time. Students still undecided about a career objective would be able to rotate from one career cluster to another, while those with a tentative career choice could either pursue entry level job

skills or prepare for further education. In each career curriculum students would participate in learning activities to learn the cognitive, manipulative, and attitudinal skills required in several of the occupations making up the career curriculum cluster. Each career curriculum would be arranged so that students could be preparing for jobs requiring varying degrees of skills. More specifically, objectives toward which the career development program should be directed are expressed in desired student behavior as follows.

Students will

1. differentiate among the major occupations that make up a broad occupational area in terms of the amount and type of education needed for entrance; the content, tools, setting, products or services of the occupations; their value to society; their ability to provide him with the life style he desires; to what extent they can satisfy his interests and values; and in what ways they do and do not seem appropriate for him;
2. differentiate between the different post secondary educational avenues available in terms of the accessibility of each to him and the potential of each to help him achieve his career objectives and lifestyle; decide on a post secondary institution;
3. describe his self characteristics in greater detail and describe why a certain tentative occupational and educational choice is more appropriate for him;
4. apply decision making process in arriving at a tentative career goal and in executing plans to achieve a desired goal;
5. tentatively select a career curriculum and acquire an entry level job skill and/or use career curriculum as base for continuous exploration activity;
6. develop more specific plans for implementing his vocational preference;
7. execute plans by taking appropriate course work and job experience;

8. become involved in a meaningful and purposeful manner with work and work related activities in a broad occupational area;
9. differentiate among major companies with which he might begin work in terms of location, personnel policies, promotional policies, retirement, labor and management relationship, future growth possibilities, opportunities for continued education, size of company, community mindedness of the company, etc.

Post-secondary

At this level career development education should result in the individual's preparing for and satisfactorily entering a chosen occupation. To accomplish this objective it is suggested that students have access to comprehensive post-secondary career education programs. The student desiring entrance into a high level technical and skilled occupation would need access to two year post-secondary curriculum. Students planning to enter some skilled or single skilled occupations would need access to shorter programs. The emphasis in post-secondary career education must be on flexibility in serving students at the time they need help and not when it is convenient for the institution. More specifically, the objectives for the career development program at this level are stated below.

Student will

1. consider self-characteristics in choosing the type of post-secondary institution to enter and in making a choice of program to pursue within the chosen institution;
2. select a post-secondary institution and curriculum that will enable him to implement his career objectives;
3. select the occupational field and level he plans to enter, obtain necessary competencies, and enter chosen field;
4. consider the different work settings that would allow him to implement career objectives and select the ones that seem most appropriate for him;
5. involve himself with work and work related activities in his chosen field.

Adult

Career development education at the adult level should result in the individual's continuously planning and directing his career life. To accomplish this it is proposed that adults have access to career development education that (a) is comprehensive enough to meet the needs of each adult; (b) is flexible in terms of time, setting, learning activities, length of courses; (c) is equally accessible to all adults; (d) includes assistance in job adjustment, career planning, learning how to locate a job, and providing job information on a nationwide scale; (e) offers incentive to adults in the lower one fourth of the income distribution for pursuing adult career development education; (f) includes career courses designed to upgrade, update, or prepare the adult for a new occupational field; and (g) provides career guidance, counseling, and placement services.

More specific objectives toward which the career development program should be directed are stated below.

Adult will

1. involve himself in activities in order to remain up to date in his occupational field;
2. identify career ladders within his occupation and take steps necessary to move up the job ladder;
3. if displaced by either his own initiative or other factors, will obtain information on options available and appraise them in terms of self and environmental factors; will decide on and implement action that seems most appropriate for continuing his career life;
4. continuously appraise short and long range career goals in terms of both self and environmental factors and adjust his efforts according to revisions in his career goals.



What Are the Elements of a Career Developmental Education Program?

Discussion of career development education programs usually focuses upon only a few of the elements needed to implement a career development education program in kindergarten through post secondary and adult life. No one knows for sure all of the elements that will be essential in providing experiences necessary for each individual to acquire the competencies to shape and direct his career life. It is believed that these elements would include as a minimum those discussed here. The operational definition, need, objective, and implementation procedure is discussed for each element of a career development program.

It should be noted that certain elements are necessary at all levels of education even though their objectives, activities and implementation procedures may change. Chart one indicates the educational level at which each element is necessary. Although most of the elements imply a programmatic approach, these can be combined at different levels into broader program structures. Chart two relates elements, possible programmatic structure, and staff to be involved.

1. **Orientation** -- Orientation is designed to assist individuals to learn about their self characteristics and environment in terms of a career set. Neither youth nor adults can select an occupation they know nothing about

21

Chart 4
LEVELS AT WHICH ELEMENTS OF A
CAREER DEVELOPMENT EDUCATION PROGRAM
ARE NECESSARY

ELEMENTS	(4-6) CHILDHOOD	(7-9) EARLY ADOLESCENT	(10-12) ADOLESCENT	(13-14) LATE ADOLESCENT	ADULT
1. Orientation					
2. Exploration					
3. Interdisciplinary					
4. Career Curriculum					
5. Outreach					
6. Intensive Short Term Specialized Courses					
7. Placement and Follow Through					
8. Evaluation and Counseling					

Chart 2
PROGRAMS AND STAFF TO IMPLEMENT
ELEMENTS OF A CAREER DEVELOPMENT
EDUCATION PROGRAM AT EACH LEVEL

	K-6 CHILDHOOD	7-9 EARLY ADOLESCENT	10-12 ADOLESCENT	13-18 LATE ADOLESCENT	ADULT
ORIENTATION		1, 2, 3, 4, b	1, b, c, d, e, f, g, h	1, a, c, d, e, f, g, h	1, c, d, e, f, g, h
EXPLORATION		1, 2, 3, 4, b	1, 2, 3, 4, b, c, d, e, f, g, h	1, 2, 3, 4, b, c, d, e, f, g, h	1, c, d, e, f, g, h
INTERDISCIPLINARY		1, 2, 3, 4, a, b	1, 2, 3, 4, e	1, 2, 3, 4, e	1, 2, 3, 4, e
CAREER CURRICULUM			1, d, or e	1, d, or e	1, d, or e
OUTREACH			b, c, or d	b, c, or d	b, c, or d
INTENSIVE SHORT TERM SPECIALIZED COURSES			b, d, e, f, g, h	b, d, e, f, g, h	b, d, or e, f, g, h
PLACEMENT AND FOLLOW THROUGH			b, or c	c, or b	c, b
GUIDANCE AND COUNSELING	a, c	a, c	1, 2, 3, 4, e, f, g, h	1, 2, 3, 4, e, f, g, h	(1, 2, 3, 4, 5, 6, 7, 8, 9)

PROGRAMS

1. World of work curriculum
2. Across board exploratory program
3. Mini-exploratory courses (quarter length)
4. One year exploratory courses
5. Career decision making and planning courses
6. Fuse career activities into each curriculum cluster
7. Career curriculum
8. Occupational career curriculum
9. Supportive and monitoring counseling

STAFF

- a. Regular teachers (general and academic)
- b. Specialized staff (exploratory and others)
- c. Guidance counselor
- d. Cooperative teacher
- e. Job preparatory teachers

any more than they can return from a place where they have never been. As a part of growing up, youth needs contacts with a variety of occupational groups and levels with which they might identify. Without these contacts, they cannot even visualize themselves in certain occupational roles. The unemployed adult who lacks information about job openings in another geographical area is not free to consider the option of moving. Just as lack of knowledge of available occupation options limits the individual's freedom to choose, so does lack of awareness about his abilities and aptitudes. Orientation can occur at all educational levels. Activities to promote self and career orientation can be integrated into each subject matter area. Such an approach enables the student to see a relationship between the subject matter discipline and the world of work. Also, specialized career orientation courses are often made available at the junior high, secondary, post secondary, and adult levels.

2. Exploration — Exploration allows individuals to consciously penetrate the context of either simulated or direct work environment activities and to examine that experience in terms of clarifying or modifying the career self concept. Because of lack of contact with the work world, many students are unable to accurately analyze themselves in terms of particular work activities and settings. Students need an opportunity to test themselves out through "hands-on-experiences" in simulated or direct work settings if they are to know themselves in career terms. For hands-on-experiences to be exploratory they must be followed by structured experiences to aid the individual in interpreting the meaning the experience has for him.

Exploration should occur at each level of education. At all levels exploratory activities can be integrated through activities that allow students to apply the concepts and skills of different subject matter disciplines in the performance of a variety of work activities from a cross section of occupations. Also, exploratory activities can be taught through specialized courses added to the curriculum. Teachers of such exploratory courses will need specialized training beyond a traditional vocational or work experience background.

3. Interdisciplinary Education — Interdisciplinary education is defined as a process of unifying the natural relationship between the academic and career curriculum so that selected concepts and skills of general and academic courses are required through career oriented activities, problems, and tasks. There are many students who lack the necessary motivation for pursuing pure academic subject matter content. In addition,

there are those students who can learn essential abstract understandings more effectively if they are allowed to do so in a method of learning by doing. The objectives of the interdisciplinary program would be first to help students see a need and reason for acquiring academic skills in order to reach their career goals, and second, to help students acquire basic academic skills through direct application of these skills in concrete, career oriented activities. The interdisciplinary approach at the junior high level and above could be accomplished through a horizontal curriculum structure. To accomplish this, an interdisciplinary team of math, science, English, social science, and exploratory or preparatory career teachers would need to meet regularly to plan learning experiences organized around career activities. Implementation of the program may require some form of modified differentiated staffing in which one member of the team is made team leader. At the elementary level a world of work curriculum could become the core around which basic education skills are correlated for a portion of the time. In addition, an interdisciplinary approach can be accomplished when any teacher attempts to fuse into his particular subject matter career oriented problems and activities to which students must apply the concepts and skills of the subject matter discipline in order to solve.

**Chart 3 - CAREER CLUSTER CURRICULUM
SECONDARY LEVEL - METAL WORKING OCCUPATIONS***

	10th, 11th or 12th grade	10th, 11th or 12th grade	12th grade
Metal Laboratory	2 hours (3q)	2 hours (3q)	Outside work experience, in-depth skill preparation, advance placement, post-secondary education
Metal English	1 hour (2q)	1 hour (2q)	
Metal Math	1 hour (2q)	1 hour (2q)	
Metal Science	1 hour (2q)	1 hour (2q)	
Metal Social Studies	1 hour (2q)	1 hour (1q)	
Career Planning	1 hour (1q)	1 hour (1q)	1 hour (1q) option

q - quarter

25

4. **Career Curriculum** – A career curriculum is one designed to dovetail academic and career subjects into a natural relationship that provides the student with those manipulative, attitudinal, and mental preparation skills necessary to enter and maintain employment within a specific occupation or occupational field (Drapar, 1967). Job preparation for all students must be one of the primary outcomes of education. All students at the secondary level would be enrolled in a career curriculum. The length of enrollment would depend upon the student's needs and objectives. The objective of the career curriculum at the secondary level would be (a) to provide continued exploration; (b) to prepare students for enrollment in post secondary education leading toward their ultimate career objectives; and (c) to prepare students for immediate entrance into employment upon leaving school. At the post-secondary level, the objectives of the career curriculum would be to prepare students for their selected career field.

The primary difference between the secondary and post-secondary career curriculum would be that at the secondary level students would be enrolled in broad career clusters such as paramedical, construction, transportation, foods, electro-mechanical, metals, and sales occupations. At the post-secondary level the career curriculum would focus more narrowly on such careers as practical nurse, food service manager, appliance repairman, carpenter, construction supervisor, automotive mechanic, automotive technician, mechanical technician. It is important that there be an interface between the secondary and post-secondary career curriculum to promote articulation and a minimum of duplication. Articulation can be achieved by the establishment of early and advanced placement into post-secondary programs.

The career curriculum, as illustrated in chart three, would be composed of a grouping of courses including those that focus upon the teaching of specific job preparation skills related to the career area as well as the teaching of math, science, communication skills, and social science in terms of the context of the career area. Organizing the curriculum on a quarter basis would make it possible for students to spend two-thirds of their time for two years in the career curriculum cluster. Students could enter the career curriculum at the tenth, eleventh, or twelfth grade level. Point of entrance would be determined by student need. Student's level of focus within the career area--whether at a skill, technical, or professional level--would determine to a large extent his mix of courses within the career area and the level at which they are taught. It is feasible that up to 60 to 70 percent of the student's time could be spent within the career curriculum

during grades ten, eleven, and twelve depending upon his career goal.

5. Intensive Short-term Specialized Courses — An intensive short term specialized training course is one in which a student is being prepared for employment in a single skilled occupation over a period of less than a year. There are individuals who because of their needs, circumstances, or characteristics are unable to set a long term goal and complete a one or two year occupational program at the post-secondary level. There are individuals at the secondary level who either have or plan to drop out of school and who have not received sufficient preparation to obtain and hold employment. It would be the objective of this program to completely modify the regular program and offer these students on an individualized basis an opportunity to acquire job skill preparation in a single skill occupation in which there is employment demand. The procedure for implementing this program would be to utilize existing job preparatory teachers, cooperative teachers, or a specialized teacher. Regular teachers at the secondary level would handle such students individually. In addition, the counselor would be assigned the responsibility of coordinating and monitoring students' progress in such a program.

6. Outreach — Outreach is the function of reaching through personal contact unemployed youth and adults for the purpose of returning them to either an appropriate learning situation or to part-time training and related employment. Many out-of-school youths and adults have become so discouraged by society that they are not likely to seek additional education on their own. Such individuals, in order to consider education, must be aggressively sought out and convinced by example that education can be a relevant and positive experience. Outreach is a function that occurs at the secondary, post-secondary, and adult levels. At the secondary level someone should be assigned as the outreach counselor and held accountable for making personal contact with each school dropout. At the post-secondary and adult levels, the outreach counselor would have the responsibility of making either personal contact or indirect contacts through an array of public and private social agencies for the purpose of enrolling those individuals who do not enroll through normal channels. Part of the function and authority of the outreach counselor must include working with the instructional staff in designing a curriculum appropriate for each student. To return such individuals to the same curriculum in which they have failed would be useless.

7. Job Placement and Follow Through — Job placement and follow through are the functions of assisting youth and adults to enter, to adjust,

and to satisfactorily progress in a job. Many youth and adults lack necessary job seeking and adjusting skills. To promote the idea of upward mobility is to help the individual obtain the human satisfaction and sense of purpose which he cannot find without reasonable opportunities to advance to positions of greater responsibility, status, and salary. Job placement and follow through would occur at any level of education at which the student exits from the school for entrance into work. The objective of the job placement and follow through program would be to help students obtain part-time jobs in order to remain in school; to assist each individual upon leaving school in obtaining a full-time job that is the most appropriate for him and to provide personal monitoring until each student has received either an advanced status or a salary increase. Someone in each school should be assigned the responsibility for creating and coordinating this new linkage between the school and the employer. This may be assigned to a counselor or a job placement specialist who is a member of the guidance team.

8. Guidance and Counseling — Guidance and counseling is a program designed to help students personalize the meaning of their career experiences at each educational level, to assist them at key decision-making points, and to help prescribe their educational treatment. Many teachers will need assistance if they are to provide learning experiences that will enable students to accomplish the goals of a career development education program. Furthermore, many students will need help in arriving at and in implementing education and career decisions. Some will need support assistance if they are to be successful in executing plans. At all levels the counselor should act as a resource consultant to teachers in integrating career-oriented experiences into the curriculum and in advising them as to how to help students interpret the meaning these experiences might have for them.

At the secondary, post-secondary, and adult levels, counselors should coordinate educational placement, job placement, and follow-up to systematically help each student enter and complete his next step. At the post-secondary and adult levels, counselors should seek out students for enrollment, provide intensive educational and vocational counseling, and arrange for supportive assistance in terms of students' needs and personal characteristics.

S

ummary

Career development education must be more than new wine in old bottles, for it is more than is presently embraced under vocational education, guidance and practical arts. It includes objectives and processes from these fields, but it also includes more than has traditionally been made operational in these disciplines. Career development education will be the integration of the old and the new into a new "set" for education, it will truly make the educational process accountable for equipping each individual to shape his career life. This new set will pervade all of education at all levels and will be **focused on the development of the whole individual as it relates to his career life**. Career development education has the potential for restoring public confidence in education and for truly enabling education to pass along to all its young those traits and skills necessary for them to participate more fully in our society. Its implementation will require specification of objectives and learning activities at each educational level. In addition, considerable attention will have to be given to designing and structuring the educational process into those elements necessary to provide a system of experiences that will culminate in accomplishing career development education objectives for each individual.

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